

## An Analysis of English Lexicon in Contemporary Pakistani Punjabi Novels and Short Stories

Aden Saleem<sup>1\*</sup>, Dr. Farah Kashif<sup>2</sup>, ZARBAB MAZHAR TOOR<sup>3</sup>

<sup>1</sup> M.Phil Scholar, Department of Applied Linguistics, Kinnaird College for Women University Lahore, Punjab, Pakistan.

<sup>2</sup> Department of Applied Linguistics, Kinnaird College for Women University Lahore, Punjab, Pakistan.

<sup>3</sup> Visiting Lecturer, Department of English, Bahaud-din-Zakriya University, Multan, Punjab, Pakistan.

E-mail: [aden.saleem@gmail.com](mailto:aden.saleem@gmail.com), [farha.kashif@kinnairt.edu.pk](mailto:farha.kashif@kinnairt.edu.pk), [zarbabmazhartoort9@gmail.com](mailto:zarbabmazhartoort9@gmail.com)

**Abstract:** This paper examines the extent and nature of English borrowing in contemporary Pakistani Punjabi short stories and novels, exploring the sociolinguistic motivations behind this phenomenon. The study also assesses how English borrowing impacts the vitality of the Punjabi language, drawing on ethnolinguistic language vitality theory to argue that English borrowing can enhance Punjabi's vitality. The research utilizes qualitative analysis of Punjabi texts, incorporating language contact theory and ethnolinguistic language vitality theory to contextualize its findings. The study reveals that borrowing from English occurs across various domains, primarily driven by practical needs and prestige-related reasons. It highlights that English lexical borrowings have become an integral part of contemporary Punjabi literature, with science and technology, education, and transport domains showing higher frequency of borrowings. Additionally, sociolinguistic factors like prestige, necessity, and attitude play significant roles in the borrowing process. Furthermore, the application of ethnolinguistic language vitality theory demonstrates that English borrowing contributes to revitalizing Punjabi, which was previously considered a low-vitality language. This study underscores the importance of language contact and borrowing in language change and revitalization efforts. It provides a valuable reference for linguists, language planners, and educators working towards preserving and promoting Punjabi language and culture.

**Keywords:** Punjabi short stories, novels, language, literature and culture.

### Introduction

The term "borrowing" is employed to describe the process of integrating foreign elements into a native language while preserving its structural integrity, a concept elucidated by Thomason & Kaufman (1988). Typically, the initial foreign elements that find their way into the borrowing language take the form of words, as words closely mirror the culture of its speakers. These assimilated words are commonly referred to as borrowed or loanwords. This study looks into the incorporation of English vocabulary into the contemporary novels and short stories penned by Pakistani Punjabi authors.

According to Meyers-Scotton (2002), nouns constitute the most frequently borrowed category. Borrowed forms attain a recognized status within the recipient language and are widely embraced within the speech community. Meyers-Scotton (2002) goes on to stress that borrowed forms manifest at varying rates across distinct linguistic dimensions, encompassing phonetic, phonological, morphological, syntactic, and semantic levels.

Regarding the classification of borrowing types, Meyers-Scotton (1993) draws a distinction between cultural borrowing, which introduces new objects or concepts to the borrowing language culture (e.g., 'internet' in English), and core borrowing, which pertains to items already having functional equivalents in the borrowing language (e.g.,

'balloon' alongside its counterpart 'pukanay' in Punjabi). Cultural borrowing often serves to bridge lexical gaps in the borrowing language or dialect, while core borrowings are incorporated due to their perceived prestige or significance. The inclusion of these words in one's own vocabulary represents a means of establishing a connection with and identifying with the culture of the donor language.

### Statement of Problem

This study explores the relatively unexplored phenomenon of borrowing English vocabulary in contemporary Punjabi Shahmukhi short stories and novels. It aims to thoroughly analyze the extent, nature, and sociolinguistic implications of this borrowing using a sample of 18 contemporary literary works. The research seeks to uncover the sociolinguistic factors that drive this borrowing and assess its impact on the vitality and cultural identity of Punjabi Shahmukhi. Through a detailed examination of these literary pieces, the study aims to provide a nuanced understanding of how English vocabulary is incorporated into Punjabi Shahmukhi literature. It contributes valuable insights into language interaction and transformation in a globalized, multilingual context. This investigation sheds light on the dynamics of linguistic adaptation and cultural preservation amidst increasing global linguistic influences, enhancing our comprehension of the evolving linguistic landscape of Punjabi Shahmukhi in a broader sociolinguistic context.

## Research Questions

The research questions are as follow:

- What characterizes the extent and manner of English lexicon borrowing in contemporary Punjabi Shahmukhi short stories and novels, and which specific domains exhibit the highest incidence of such borrowings?
- What sociolinguistic factors contribute to the adoption of English lexicon in contemporary Punjabi Shahmukhi short stories and novels??
- In what ways has the integration of English lexicon enriched the vitality of the Punjabi Shahmukhi language and culture?

## Significance of the Study

This study focuses on identifying the incorporation of English vocabulary in contemporary Punjabi Shahmukhi literature and examines its influence on language and culture. It offers a current perspective on language borrowing patterns in Punjabi Shahmukhi, contributing to South Asian language contact and change research. The study is a valuable resource for scholars and students interested in Punjabi Shahmukhi language and literature, promoting its visibility and sustainability. It also provides guidance to contemporary Punjabi writers regarding the use of English lexicon in their work. This comprehensive analysis of English borrowing in Punjabi Shahmukhi literature has the potential to significantly contribute to sociolinguistics, language contact, change, and South Asian studies.

## Theoretical Framework

This study was guided by two theories related to language borrowing: Language Contact Theory and Ethnolinguistic Vitality Theory (EVT) by Gilles et al. (1977), along with UNESCO's (2003) vitality assessment.

**Language Contact Theory** is an interdisciplinary field that explores how speakers of different languages interact and communicate in shared linguistic spaces. It encompasses various situations, from long-standing multilingual societies to recent immigration and globalization contexts. This theory examines processes like language borrowing, mixing, shift, and death, which are vital for linguists, anthropologists, sociologists, educators, and policymakers interested in language diversity, cultural identity, and social integration.

Moreover, Language Contact Theory underscores the influence of power dynamics and colonialism in shaping language contact. Historically, colonization often led to language contact situations, where colonizers imposed their language and culture on the colonized population, potentially resulting in language shift or loss due to economic, social, or political factors.

In sort, language contact theory provides a framework for understanding the intricate interactions between languages and their speakers in multilingual societies. It acknowledges the various outcomes of language contact, including borrowing, mixing, shift, and death, and underscores the impact of sociolinguistic, historical, and political factors on these outcomes. It also emphasizes the significance of language vitality and language planning in preserving language diversity and sustainability in contact situations.

## The Ethnolinguistic Vitality Theory and UNESCO's vitality assessment

Giles et al. (1977) introduced the concept of ethnolinguistic vitality, which comprises three essential elements: status factors, demographic representation, and institutional support, all influencing a language's stability. Ethnolinguistic vitality relates to the ability of a linguistic group to function as a distinct and active entity in interactions with other groups. Simply put, the higher a group's vitality, the better its chances of survival and success in intergroup situations. This theory provides a framework for categorizing groups and offers predictive value.

**Status Variables:** These encompass economic, social, and linguistic factors, determining the prestige of a language group in intergroup contexts. Economic changes like modernization and urbanization are pivotal in language maintenance, especially when minority language speakers have lower economic status, leading to shifts toward the majority language.

**Social Status:** Social status is closely linked to economic position, with lower-status groups often adopting the language of higher-status ones. In bilingual societies, social status significantly influences language status.

**Demographic Factors:** These concern the size and distribution of a language group within a region. A decrease in the number of language speakers signifies a decline in effectiveness, often resulting in a shift away from the minority language.

**Institutional Support:** Institutional support encompasses formal and informal representation of the minority group in institutions such as media, religion, government, education, and administrative services. The level of support significantly affects the vitality and prospects of language maintenance for the minority group.

Furthermore, UNESCO's (2003) vitality assessment, as outlined by Roche (2017), emphasizes that vitality is not inherent to a language or its speakers but describes the relationship between a language, its speakers, and the broader linguistic, social, and political context. UNESCO's framework involves nine factors for evaluating language vitality, providing a comprehensive basis for assessing a language's prospects in a given context.

This article employs the Ethnolinguistic Vitality Theory and UNESCO's vitality assessment to evaluate the vitality of Punjabi, an Indo-Aryan language spoken in the Punjab region of Pakistan, by analyzing its cultural borrowing from English.

Table 1. UNESCO's language vitality factors

Factor 1	Intergenerational language transmission
Factor 2	Absolute number of speakers
Factor 3	Proportion of speakers within the total population
Factor 4	Trends in existing language domains
Factor 5	Response to new domains and media
Factor 6	Materials for language education and literacy
Factor 7	Governmental and institutional language policies, including official status and use
Factor 8	Community members' attitudes toward their own language
Factor 9	Amount and quality of documentation

## Related Research

Arslan and Mahmood (2009) conducted research on lexical borrowing of English vocabulary in Punjabi Shahmukhi language. They analyzed a corpus of two million Punjabi words, identifying frequently borrowed English words. The main reasons for borrowing were to enhance speech effectiveness. Their findings indicated a substantial quantity of English borrowing, even when Punjabi equivalents existed.

Mahmood et al. (2012) explored how English words enter Punjabi through Urdu, comparing bilingual and monolingual speakers. They examined adaptation strategies and phonological changes in loanwords. Bilingual speakers' adaptations resembled Punjabi more closely. The study expanded on prior research and emphasized phonological features. However, it did not specifically focus on the phonology of English loanwords.

While many studies have explored lexical borrowing in various languages, there is a lack of research on English borrowing in Punjabi, particularly in contemporary novels and short stories. This study aims to address this gap by applying language contact theory and assessing Punjabi's vitality. It will investigate the nature, domain, sociolinguistic reasons, and impact of English lexical borrowing in Punjabi literature, with a specific focus on contemporary novels and short stories.

## Research Methodology

### Research procedure

The study focused on examining English lexical borrowings in Pakistani Punjabi novels and short stories, aiming to understand their characteristics and usage domains such as education, transport, science and technology, business, medicine, administration, clothing, religion, household items, and food. Nine Punjabi novels and nine short stories were purposively selected to represent diverse themes from the early 21st century to the present. Quantitative analysis

included graphs depicting borrowed words in novels and short stories separately and a table listing frequently repeated lexicons in various domains. Qualitative analysis, following Braun and Clarke's approach, involved multiple readings of the texts to categorize borrowed English words into semantic groups, revealing themes like Science and Technology, Education, Transport, Business, Administration, Food, Clothing, Medical, and Religion, offering a comprehensive insight into their usage in contemporary Punjabi Shahmukhi texts.

## Sample Size

A comprehensive review of novels and short stories resulted in the identification of a total of 8,339 borrowed English lexicons from the ten previously identified semantic fields. These borrowed lexicons provide insights into the patterns of lexical borrowing, the nature and domain of English loanwords in Punjabi, and the sociolinguistic motivations behind borrowing English lexical nominals into Punjabi.

## Sampling

A purposive sampling technique was used to choose a sample of 9 short stories and 9 novels from the population for analysis. 9 Punjabi novels and 9 Punjabi short stories were purposively selected. The short stories studied in this research were Shaheed, Railway Phattak, Safety Kit, Daryawaan dey haani, Kahani Lekha, Utthal Phuttal, Kaan Waghay Border, Lahu di Khushboo and Waawelay written by Nain Sukh, Zahid Hassan, Jinder, Shahzad Aslam, Nadir Ali, Nain Sukh, Mudasir Bashir, Saleem Khan and Shahzad Aslam respectively. The novels used for this study were Guddu di Udeek Ich, Professor, Adhi Maut, Zeenat, Janawar Jugat, Kerru, Hatton Tutti Tand, Sakeena and Kon written by Shahid Shabbir, Karamat Mughal, Makhdoom Tipu Salman, Gurmeet Singh, Shahid Shabbir, Fauzia Rafeeq, Saeed Anjum Khokhar, Fauzia Rafique and Mudassir Bashir respectively. The sample size was selected based on the research questions, available resources, and subjective judgment. The selected short stories and novels were then analyzed to draw conclusions about the use and impact of borrowed English lexicon on the vitality of the Punjabi language in Pakistan, among other things.

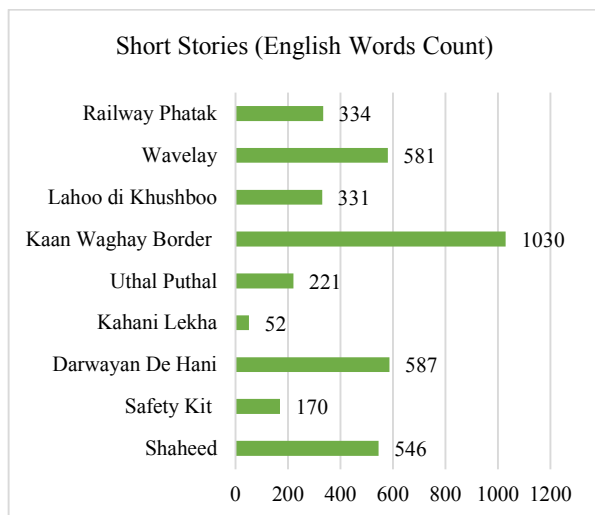
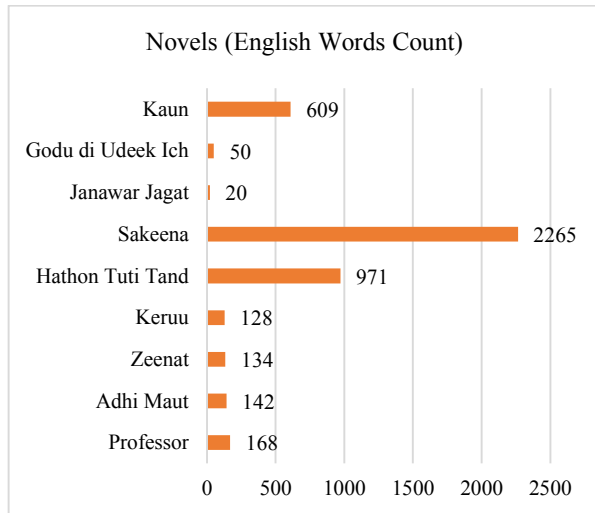
## Data Presentation, Analysis and Discussion

### Nature and Extent of Borrowing

An extensive analysis of data from Punjabi contemporary novels and short stories unveiled a total of 8,339 borrowed words. These borrowed words were meticulously categorized, forming the foundation for further examination. The prevalence of borrowed vocabulary highlights the influence of the English language on contemporary Punjabi literature. These borrowed words, mainly nouns, were identified through careful readings of modern Punjabi literature,

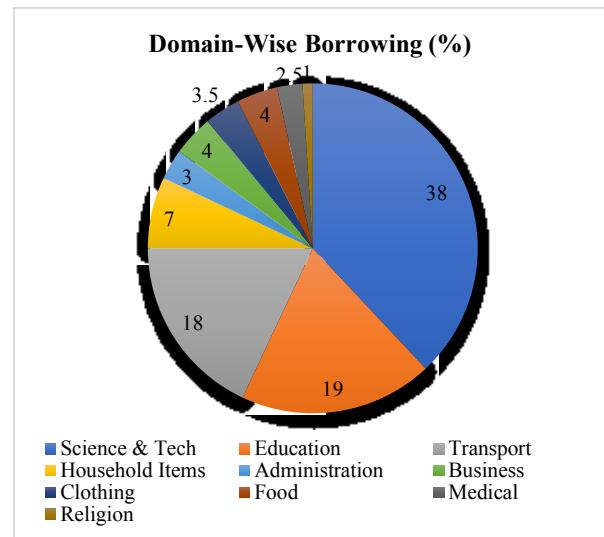
and identical borrowings were repeatedly recorded to ensure accuracy. The prominence of borrowed nouns suggests that Punjabi may have lacked vocabulary for concrete objects and concepts, making noun borrowing a deliberate strategy to fill lexical gaps and maintain the language's relevance and adaptability. This borrowing approach contributes to the visible expansion of Punjabi's vocabulary in response to changing contexts and needs.

The graphs below show the total number of English borrowed lexicon in each novel and short stories.



The pie chart represents the frequency of occurrence of lexical borrowings from English into Punjabi across different semantic fields. Each semantic field is represented by a slice of the pie, with its size corresponding to the proportion of lexical borrowings within that field. The semantic field with the highest number of lexical nominal borrowings from English into Punjabi is science and technology occupying the largest portion of the pie chart. This indicates that a significant number of borrowed lexicons are associated with this field. Conversely, the semantic field with the least number of lexical nominal borrowings from English into Punjabi is religion, occupying the smallest portion of the pie chart. This suggests that there are

relatively fewer borrowed lexicons related to this field compared to others.



### Borrowed English Lexicon per Semantic Field

Following are some of the most repeated words in each domain:

Domain	Top-5 Most Repeated Words				
Science & Technology	Television	Video	Computer	Internet	Electronic
Education	Photocopy	Student	Scholarship	Timetable	Uniform
Transport	Driver	Speed	Accident	Car	Bus
Household Items	Sofa	Glass	Fridge	Air Conditioner	Lamp
Administration	Office	Report	File	Account	Meeting
Business	Cheque	Cash	Hotel	Management	Investment
Clothing	Jeans	T-Shirt	Frock	Silk	Shirt
Food	Biscuits	Cake	Restaurant	Juice	Coffee
Medical	Doctor	Nurse	Pharmacy	X-Ray	Operation
Religion	Missionary	Christian	Bible	Church	Mosque

In the analysis of borrowed English lexicons in Punjabi literature, several key semantic fields were examined:

**Science and Technology:** This domain had the highest number of borrowed English words, accounting for 38% of the total borrowings. The prevalence of English terms in this field is attributed to rapid advancements in science and technology, the lack of Punjabi equivalents for new concepts, and the global prominence of English in these domains.

**Education:** Education featured as the second most common domain for borrowed English lexicons, making up 19% of the total borrowings. The historical use of English as the medium of instruction in Pakistan's educational system and the perceived prestige associated with English in education contribute to this prevalence.

**Transport:** The domain of transport accounted for 18% of the borrowings, driven by technological

advancements and the global recognition of English terms related to transportation.

**Household Items:** Borrowed English words related to household items constituted 7% of the total borrowings. This reflects the influence of modern technology and the need to describe new inventions and appliances in Punjabi.

**Administration:** Administrative terms borrowed from English contributed to 5% of the total borrowings. This is influenced by the historical and political context of Punjab, which has seen English's influence on administrative and legal systems.

**Business:** The business domain had 5% of the borrowings, with English being the dominant global language in this field. Borrowed English terms like "businessman" and "finance" are commonly used in Punjabi literature.

**Clothing:** English terms related to clothing were borrowed in Punjabi literature, possibly due to Western fashion trends and global exposure, making up 3% of the borrowings.

**Food:** The domain of food featured the adoption of English terms, but to a lesser extent (3%), as Punjabi already had equivalents for many food-related concepts.

**Medical:** Medical terminology borrowed from English was relatively low (2%), as it is a specialized field with complex terminology.

**Religion:** Borrowing from English was least common in the domain of religion, representing only 1% of the total borrowings, as Punjabi has its rich religious traditions and vocabulary.

To conclude, the prevalence of borrowed English lexicons in Punjabi literature varies across different domains, with science and technology, education, and transport being the most influenced. These borrowings reflect the impact of globalization, technological advancements, and historical factors on the Punjabi language in contemporary contexts.

### **Sociolinguistic reasons why Punjabi writers borrow lexicon from English**

#### **Cultural Influence of One Nation on Another**

The influence of one culture on another, particularly in the context of the Punjabi Shahmukhi language borrowing from English, can be attributed to several sociolinguistic factors. First, cultural interaction leads to the introduction of new concepts and objects, necessitating the creation of new vocabulary. During British colonial rule in India, English became prominent, leading to the borrowing of English words into Punjabi to describe new technology and

concepts. This cultural exchange continues in the modern era due to globalization.

#### **Need to Fill Lexical Gaps**

Another reason for borrowing is the need to fill lexical gaps in Punjabi. The language may lack terms for modern concepts and technologies, making borrowing from English an efficient solution. Additionally, the use of English lexicon facilitates communication with people from other cultures familiar with English terminology. Words like "sweet," "petrol," "motor," "kerosene," and "goal" were unfamiliar to Punjabi speakers, prompting writers to borrow these terms to fill the lexical gaps. English enjoys widespread usage and popularity, especially among young people. By incorporating English words into Punjabi Shahmukhi, the language becomes more relevant and accessible to the younger generation. This can contribute to the increased usage and vitality of Punjabi.

#### **Low Frequency of Occurrence**

Low frequency of occurrence in Punjabi can result in gaps where no native words exist to convey certain concepts. Borrowing from English helps expand Punjabi's vocabulary, especially in technical and scientific domains. For example, words like "draft," "door," "window," "letter," "bed," and "lock" have their Punjabi equivalents, such as "kacha lekha" for "draft," "buha" for "door," "baari" for "window," "chiiti" for "letter," "pallang" for "bed," and "jandaran" for "lock." While Punjabi speakers may understand these native equivalents, they often prefer to use the borrowed English words for stylistic reasons, as the native terms may sound unnatural or less commonly used.

#### **Prestige**

Prestige plays a crucial role in the borrowing of English words in Punjabi Shahmukhi. It involves assigning social value and status to a language or dialect, both by its speakers and the wider community. Borrowing English words enhances the perceived importance of Punjabi Shahmukhi, challenging its lower status compared to Urdu or English. In formal and academic contexts, proficiency in both Punjabi and English is highly valued, further elevating Punjabi's status. The incorporation of English words into Punjabi literature and media increases its versatility and adaptability, sparking greater interest in learning Punjabi. This phenomenon has also raised the prestige of Punjabi Shahmukhi literature on a global scale.

#### **Vitalization of Punjabi Language by Borrowing of English Lexicon**

According to Giles et al. (1977), Ethnolinguistic Vitality Theory, the vitality of a language is determined by three factors: institutional support, demography, and status. These factors can be further

analyzed using UNESCO's language assessment factors (2003), which include domains of use, attitudes and beliefs, and language skills and practices. This combination helps determine the vitality of the Punjabi language and how borrowing helps strengthen and revitalize it.

### **Institutional Support**

Punjabi language faces significant challenges in Pakistan due to limited institutional support and formal recognition, despite being the most widely spoken language. It receives minimal backing from mass media, education, and government services, leading to reduced use in formal settings and lower literacy rates among Punjabi speakers. Education rarely includes Punjabi, and mainstream media primarily uses Urdu and English, sidelining Punjabi. Lack of official national status further hampers language promotion, and resources for Punjabi are scarce. Despite these hurdles, Punjabi remains the most spoken language, and its vitality is maintained through the incorporation of English borrowings, enriching the language for a diverse audience.

### **Demographic Factors**

Punjabi's strong demographic presence in Pakistan, particularly in the Punjab province, coexists with its low social status, primarily due to historical overshadowing by Urdu. Despite this, Punjabi speakers hold vital roles across sectors. The language's stigma as "rural" or "uneducated" compared to Urdu and English is perpetuated by the media. However, the borrowing of English vocabulary enriches Punjabi, fostering new meanings, expressions, and adaptability. This borrowing strengthens the language without threatening its vitality, enabling Punjabi to evolve and thrive despite societal challenges.

### **Status Factors**

The status and vitality of the Punjabi language in Pakistan are influenced by various factors. Historically overshadowed by Urdu, the official language, Punjabi has a relatively low social status. Urdu is considered a symbol of national unity and prestige, relegating Punjabi to a lower position. Moreover, Punjabi faces a stigma as a "rural" or "uneducated" language, contrasting with the perceived modernity of English and Urdu. This stigma is reinforced by media portrayals, contributing to Punjabi's lower socio-economic and historical status.

Mansoor (1993) and Ayres (2008) highlight Punjabi's marginalized position due to the dominance of English and Urdu supported by official policies. English, particularly in bureaucratic circles, strengthens the perception that Punjabi holds a peripheral role. Language plays a crucial role in defining social status in Pakistan, with English serving as the language of

power and prestige, necessary for accessing high-ranking positions.

Pakistan's education system reflects class-based discrimination, providing subsidized English education to the elite while conducting mass education primarily in Urdu. This system reinforces language as a marker of social class, with English linked to the upper class, Urdu to the middle and lower-middle classes, and regional languages like Punjabi associated with the uneducated and laboring classes.

In response, educated Punjabis often adopt Urdu for formal usage and strive for English proficiency to enhance their social status. This situation creates an incentive for Punjabi writers to incorporate English lexicon into their work, positioning themselves within the dominant language and culture while distancing themselves from their own. This is particularly relevant for writers seeking a wider audience or recognition on a global scale, where English borrowings signify education, sophistication, and global awareness. Consequently, such usage can enhance a writer's reputation and elevate the visibility of Punjabi literature. When evaluating the vitality of the Punjabi language based on UNESCO's language assessment (2003), Factor 1 highlights concerns about its intergenerational transmission in Pakistan. A study by the Pakistan Institute of Development Economics (PIDE, 2010) revealed a decline in Punjabi usage among younger generations in the Punjab region. Parents in urban areas often prioritized teaching Urdu or English to their children for better job prospects and social mobility. Ineffectual Punjabi language education in schools further exacerbated this decline. However, Factors 2 and 3 are favorable for Punjabi as the 2017 census by the Pakistan Bureau of Statistics reported that around 44.1% of Pakistan's population, approximately 86 million people, speak Punjabi as their first language. Factor 4 addresses the domains of Punjabi language usage, including daily communication, literature, media, education, and government. There's a concerning trend of reduced usage, especially among young urban Pakistanis, as highlighted by the State of Punjab's Youth Report (2013). This decline is attributed to the growing prevalence of Urdu and English in education and professions, limiting opportunities for young Punjabi speakers to use their language formally. The lack of Punjabi media channels and language education in Pakistani schools also impact its sustainability. Factor 5 relates to the limited presence of Punjabi in contemporary media and digital spaces. Despite its wide oral usage, Punjabi lacks resources for language education and literacy, with fewer materials, courses, and online resources available compared to languages like Hindi, Urdu, or English. UNESCO's classification of Punjabi as a "vulnerable" language underscores the urgent need for its preservation, partly due to the scarcity of educational materials (Factor 6).

Factor 7 highlights the institutional and social status of Punjabi. At the institutional level, Punjabi is not recognized as an official national language in Pakistan, with Urdu being favored as the national language. Consequently, Punjabi language education and literacy have been neglected, leading to a dearth of resources for language promotion and preservation. On a social level, Punjabi faces a relatively low status, particularly among the urban elite, who often associate the language with vulgarity and a lack of education, as noted in the United Nations Development Program's report (2017). This perception further undermines Punjabi's prestige and usage.

Factor 8 relates to the community's attitude towards the Punjabi language. In Pakistan, there is notable evidence indicating negative attitudes, particularly among the urban elite, towards Punjabi. Some segments of the population perceive speaking Urdu or English as a mark of education and sophistication, while associating the use of Punjabi with being uneducated or lacking refinement. This perspective has led to the perception that Punjabi is crude and unsophisticated, contributing to a "perceived inferiority complex" among Punjabi speakers, as described by Hussain (2016).

Factor 9 pertains to the quantity and quality of documentation available in the Punjabi language. Documenting Punjabi in Pakistan is a multifaceted issue. Although Punjabi boasts a rich cultural and literary tradition within the country, systematic efforts to document the language have been relatively limited, especially when compared to the documentation of Urdu and English. While Pakistan has notable scholars who have made significant contributions to the study of Punjabi language and literature, the volume of research dedicated to Punjabi remains modest in comparison to the attention given to Urdu and English in academic research.

The UNESCO language assessment in 2003 shed light on the challenges faced by Punjabi, despite being the most widely spoken language in Pakistan. These hurdles include issues with intergenerational transmission, a decline in literary works, limited educational resources, and a lack of national recognition. Negative perceptions, particularly among the urban elite, further exacerbate the language's predicament.

The absence of official recognition for Punjabi in Pakistan has negatively impacted its preservation and promotion. It is seldom taught in schools, where Urdu and English take precedence. Punjabi's media presence, while existing, is often overshadowed by Urdu and English. Despite a rich literary heritage dating back to the 12th century with poets like Baba Farid and Waris Shah, Punjabi literature lacks support and infrastructure. However, Punjabi remains integral to the Punjab region's cultural identity. To address its declining vitality, English lexical borrowing has emerged as a revitalization strategy. This helps Punjabi

adapt to modern developments, bridge vocabulary gaps, and extend its applicability, promoting multilingualism and cultural exchange.

Incorporating English enriches Punjabi, aligning it with contemporary life. Borrowing fosters linguistic innovation, introducing new forms and structures. In a globalized world, English terms enhance Punjabi's relevance in economics and technology, while in arts and literature, they provide depth and nuance. Ethnolinguistic theory supports this, emphasizing that borrowing from a contact language can bolster vitality. For Punjabi Shahmukhi, English borrowing expands vocabulary and expressive capacity, ensuring relevance in education, media, and government.

This process creates hybrid words, like "internet," making Punjabi Shahmukhi adaptable and resilient. English lexicon enriches the language, aids precise expression in contemporary literature, and widens accessibility through translations. It also increases Punjabi's usage among young people, particularly in technical and scientific contexts, elevating its cultural prestige and identity.

Overall, borrowing from English invigorates Punjabi Shahmukhi, keeping it functional and relevant in a changing world, making it more dynamic, expressive, and accessible to a diverse audience.

## Conclusion

In conclusion, the borrowing of English words and concepts in Punjabi has been driven by sociolinguistic factors like filling lexical gaps, cultural influences, prestige, and the scarcity of certain concepts in Punjabi. This borrowing is prominent in fields like science, technology, education, and transport but less so in areas like religion and clothing. Importantly, it has revitalized Punjabi, making it relevant in the modern world, elevating its prestige, and expanding its use in various domains. The incorporation of English lexicon has not only enriched Punjabi literature but also enhanced the language's vitality and adaptability, despite previous assessments of its low vitality according to UNESCO's language assessment in 2003. Borrowing from English has had a positive impact on Punjabi, contributing to its modernization and broader cultural significance.

## References

- Abbas, F., & Iqbal, Z. (2018). The language attitude of Pakistani youth towards English, Urdu and Punjabi: A comparative study. *Pakistan Journal of Distance and Online Learning*, 4(1), 199-214
- Al Jazeera. (2018). Punjabi media in Pakistan faces existential crisis. *Al Jazeera*. Retrieved from <https://www.aljazeera.com/news/2018/4/4/punjabi-media-in-pakistan-faces-existential-crisis>

- Babar, Z., & Baloch, Z. (2020). Lexical Borrowing of English in Shahmukhi Punjabi Language: A Corpus Based Study. *Academia.edu*. [https://www.academia.edu/44198992/Lexical\\_borrowing\\_of\\_English\\_in\\_Shahmukhi\\_Punjabi\\_language\\_A\\_Corpus\\_Based\\_Study](https://www.academia.edu/44198992/Lexical_borrowing_of_English_in_Shahmukhi_Punjabi_language_A_Corpus_Based_Study)
- Ben Chaa, Oussama & Zahaf, Mrs. & Chahinez, Linda & Supevisor, Benyelles & Mir, Amira. (2021). The Use of English Loanwords in social media. *The Case of: Tlemcen Univesity Students*. 10.13140/RG.2.2.12655.36008.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.
- Bueasa, N. M. (2015). The adaptation of loanwords in Classical Arabic: The governing factors. *University of Kentucky*. Retrieved from [https://uknowledge.uky.edu/cgi/viewcontent.cgi?article=1006&context=ltt\\_etds](https://uknowledge.uky.edu/cgi/viewcontent.cgi?article=1006&context=ltt_etds)
- Essien, O. 1987. "Cross River State Languages: Problems and Prospects" in Abasiattai, M. B. et al (ed). *Akwa Ibom and Cross River States*. Calabar: Wusen Press Ltd.
- Field, F. W. (2002). *Linguistic borrowing in bilingual contexts*. John Benjamins Publishing Co.
- Fishman, J. A. (1991). *Reversing language shift: Theoretical and empirical foundations of assistance to threatened languages*. Multilingual Matters.
- Giles, H., Bourhis, R. Y., & Taylor, D. (1977). Towards a theory of language in ethnic group relations. In H. Giles (Ed.), *Language, Ethnicity and Intergroup Relations* (pp. 307-348). London: Academic Press.
- Häkkinen, K. (2013). Nykysuomen etymologinen sanakirja: *Etymological dictionary of Contemporary Finnish (6<sup>th</sup> ed.)*. Helsinki: WSOY.
- Haspelmath, M. (2008). Loan word Typology: *Steps Towards a Systematic Cross-Linguistic Study of Lexical Borrowability*. Berlin: Mouton de Gruyter.
- Haspelmath, M. (2009). Lexical borrowing: concepts and issues. In M. Haspelmath & U. Tadmor (Eds.), *Loanwords in the World's Languages: A Comparative Handbook* (pp. 35-54). Berlin: Mouton de Gruyter.
- Haspelmath, M. (2009). Lexical borrowing: concepts and issues. In M. Haspelmath & U. Tadmor (Eds.), *Loanwords in the World's Languages: A Comparative Handbook* (pp. 35-54). Berlin: Mouton de Gruyter.
- Haspelmath, M., & Tadmor, U. (2009). The loanword typology project and the World Loanword Database. In *Loanwords in the World's Languages* (pp. 1-34). Research Gate: DOI: 10.1515/9783110218442.1.
- Haugen, E. (1950). The analysis of linguistic borrowing. *Language*, 26, 210-231.
- Higa, M. (1979). Sociolinguistic aspects of word borrowing. In W.F. Mackey & J. Ornstein (Eds.), *Sociolinguistic studies in language contact* (pp. 277-294). Berlin, New York: De Gruyter Mouton.
- Hill, J., & Hill, K. (1977). Language death and relexification. In J. V. Moreno & L. Wetzels (Eds.), *Proceedings of the Twelfth International Congress of Linguists* (pp. 389-393). Innsbruck: Universität Innsbruck
- Hoffer, B. L. (2002). Language borrowing and language diffusion: An overview. *Intercultural Communication Studies*, 11(4), 37.
- Hoffer, B. L. (2002). Language borrowing and language diffusion: An overview. *Intercultural Communication Studies*, 11(4), 37. Retrieved from <http://web.uri.edu/iaics/files/02-Beth.pdf>
- Holmes, J. (2013). *An Introduction to Sociolinguistics (4<sup>th</sup> ed.)*. London, New York: Routledge.
- Hope, T. (1971). *Lexical borrowing in the romance languages*. Oxford: Basil Blackwell.
- Hornberger, N. H. (2008). Can schools save indigenous languages? Policy and practice on four continents. *Springer Science & Business Media*.
- Jdetawy, L. F., & Hamzah, M. H. (2020). Loanwords in the Taxonomy of Borrowing: A Sociolinguistic Analysis. *Language in India*, 20(12).
- Kachru, B. B. (1994). Englishization and contact linguistics. *World Englishes*, 13, 135-151.
- Kachru, B. B. (2005). Englishization: Asia and Beyond. In Bolton (Ed.). *Asian Englishes Beyond the Canon* (pp. 102-103). Hong Kong: Hong Kong University Press.
- Kisembe, L. (2003). The linguistic effects of English on Luyia languages. *Estudios de Linguistica Aplicada, Julio*, 21(037), 53-70.



- Kumar, D., & Josan, G. S. (2010). Part of speech taggers for morphologically rich Indian languages: A survey. *International Journal of Computer Applications*, 6(5), 32-41.
- Labov, W. (1972). *Sociolinguistic Patterns*. Philad
- Mahmood, R., Hussain, Q., & Mahmood, M. (2011). Phonological adaptations of English words borrowed into Punjabi. *Journal of Language and Culture*, 2(10), 234-245. elphia, PA: University of Pennsylvania Press.
- Manan, S. A., & David, M. K. (2014). Mapping ecology of literacies in educational setting: The case of local mother tongues vis-à-vis Urdu and English languages in Pakistan. *Language and Education*, 28(3), 203-222.
- Mann, C. (2000). Reviewing ethnolinguistic vitality: The case of Anglo-Nigerian Pidgin. *Journal of Sociolinguistics*, 4(3), 458-474
- Masood, S. (2017). The sorry state of Punjabi media. *Dawn*. Retrieved from <https://www.dawn.com/news/1320585>
- Matras, Y. (2012). An Activity-Oriented Approach to Contact-Induced Language Change. *Amsterdam: John Benjamins*.
- Meyers-Scotton, C. (1993). *Duelling languages*. Oxford University Press.
- Meyers-Scotton, C. (2002). *Contact linguistics*. Oxford University Press.
- Mokhlesseh, R., & Mehrpour, S. (2015). A comparative study of lexical borrowing between Persian and Turkish languages. *Journal of Language Teaching and Research*, 6(3), 614-619. <https://www.academypublication.com/issues/past/jltr/vol03/05/03.pdf>
- Moseley, C. (2012). *The UNESCO atlas of the world's languages in danger: Context and process*. World Oral Literature Project.
- Muandike, J. N. (2011). Linguistic Borrowing and Language Vitality in Lubukusu. In P. H. Nelde, & Z. von Zabern (Eds.), *Globalisation, Urbanisation and Language Vitality in Africa* (pp. 251-260). Peter Lang
- Mufwene, S. S. (2013). Driving forces in English contact linguistics. In D. Schreier & M. Hundt (Eds.), *English as a Contact Language* (pp. 204-221). Delhi, Cambridge & New York: Cambridge University Press.
- Mutua, S. (2018). Linguistic borrowing in a language contact situation: A case of English loanwords in Kenyan Kiswahili. *International Journal of Social Sciences and Humanities Research*, 6(1), 1-15.
- Myers-Scotton, C. (2002). *Contact linguistics: Bilingual encounters and grammatical outcomes*. Oxford: Oxford University Press.
- Myers-Scotton, C. (2006). *Multiple voices: An introduction to bilingualism*. Malden, MA: Blackwell.
- Ochwaya, Y. E. (1992). The Influence of English on the Phonological Features of Lunyala. *Unpublished master's thesis, Moi University, Kenya*.
- Odlin, T. (1989). *Language transfer*. Cambridge University Press.
- Pakistan Bureau of Statistics. (2021). Population by Mother Tongue. Retrieved from <http://www.pbs.gov.pk/content/population-mother-tongue-based>
- Rahman, T. (2006). Language policy, multilingualism and language vitality in Pakistan. In A. Saxena & L. Borin (Ed.), *Lesser-Known Languages of South Asia: Status and Policies, Case Studies and Applications of Information Technology* (pp. 73-106). Berlin, New York: De Gruyter Mouton. <https://doi.org/10.1515/9783110197785.1.73>
- Rammah, S. (2002). Status of Punjabi in Pakistan. *Newsletter of American Institute of Pakistan Studies*, 5(1), New Series No. 9.
- Ramzan, M., Aziz, A., & Ghaffar, M. (2021). A study of code-mixing and code-switching (Urdu and Punjabi) in children's early speech. *Journal of Language and Linguistic Studies*, 17(2), 869-881. Doi: 10.52462/jlls.60
- Ramzan, M., Aziz, A., & Ghaffar, M. (2021). A study of code-mixing and code-switching (Urdu and Punjabi) in children's early speech. *Journal of Language and Linguistic Studies*, 17(2), 869-881. Doi: 10.52462/jlls.60
- Roche, G. (2017). Linguistic vitality, endangerment, and resilience. *Language Documentation and Conservation*, 11, 190-223.
- Romaine, S. (1989). *Bilingualism (1st edition)*. Oxford: Wiley-Blackwell.
- Sankoff, G. (2001). Language Contact. In P. Trudgill, J. Cheshire, D. Edwards, & P. Scholfield (Eds.), *Handbook of Sociolinguistics* (pp. 638-668). Oxford: Basil Blackwell.

- Sethi, J. (1976). English Spoken by Educated Punjabi Speakers in India: A Phonological Study. Chandigarh: Punjabi University.
- Shamim, F. (2011). English as the language for development in Pakistan: Issues, challenges and possible solutions. *Dreams and realities: Developing countries and the English language*, 14(1), 291-310.
- Sheng, Y. (2009). Borrowed words in English and Chinese vocabulary. *English Language Teaching*, 2(1), 62-67.
- Singh, P., & Lehal, G. S. (2006, October). Text-to-speech synthesis system for Punjabi language. In *Proceedings of International Conference on Multidisciplinary Information Sciences and Technologies*, Merida, Spain.
- Spolsky, B. (2004). *Language policy*. Cambridge University Press.
- Styblo, M. (2007). *English Loanwords in Modern Russian Language*.
- Thomason, S., & Kaufman, T. (1988). *Language contact, creolization, and genetic linguistics*. University of California Press.
- Truchot, C. (2002). Key Aspects of the Use of English in Europe. *Council of Europe. Strasbourg*: Marc Bloch University.
- Trudgill, P. (1974). *Sociolinguistics: An Introduction to Language and Society*. Penguin Group. London.
- Tunga, S. S. (1995). Bengali and Other Related Dialects of Assam. New Delhi: Mittal Publications.
- Ugwuona, C. (2020). Linguistic Borrowing and Translanguaging in Multicultural Obollo Speech Community, Southeastern Nigeria. *SAGE Open*, 10(2). <https://doi.org/10.1177/2158244020929312>
- Verma, H. (2014). A Study of Lexical Borrowings from English Language in Modern Standard Hindi. *International Journal of English Language, Literature & Humanities*, 2(3), 349-352. <http://www.ijelr.in/2.3.15/349-352%20HARIOM%20VERMA.pdf>
- Verma, H. (2015). Impact of English on Punjabi Lexicon: An Analytical Study. *International Journal of Humanities and Social Science Invention*, 2(3), 17-22.
- Wamalwa, J. S. (1997). The sociolinguistics of Kiswahili lexical incorporation into Lubukusu. In K. B. Kassam, H. M. Abdulaziz, A. A. Ahmed, & M. A. Abdulaziz (Eds.), *Language and community: Essays in memory of Prof. A. N. K. Sayeed* (pp. 271-280). Nairobi: Kenya Literature Bureau.
- Watermann, J. L. (1976). Language contact and lexical borrowing in the history of Armenian. In J. A. Fishman, C. A. Ferguson, & J. Das Gupta (Eds.), *Language problems of developing nations* (pp. 78-91). New York, NY: John Wiley & Sons.
- Winford, D. (2003). *An introduction to contact linguistics*. Malden, MA: Blackwell Publishing Ltd.
- Yule, G. (2006). *The study of language (3rd ed.)*. Cambridge, UK: Cambridge University Press.
- Zaidi, A., & David, M. K. (2015). Fluidity and acculturation: The case of Pakistani Punjabis in Brunei Darussalam. *South Asian Diaspora*, 7(2), 111-127.